CHAPTER - 2

REVIEW OF RELATED STUDIES

2.1 VIEWS ON REVIEWS

“The answers you get from literature depend on the questions you pose”

-Margaret Atwood

“It is important to shade the light on some of the studies conducted on student’s errors all around the world. The researcher was selective in reviewing the related literature about errors analysis concentrating on those which are useful in taking advantage of the procedure and ways of account”.

According to Raimes (1983), “First, it reinforces the grammatical structures, idioms and vocabulary that have been taught to students. Second, when students write, they also have a chance to be adventurous with the language. Third, when they write they necessarily become very involved with the new language, the effect to express ideas, and the constant use of eye, hand and brain is a unique way to reinforce learning.”

There is a kind of agreement that errors are significant in three different ways:

“First, they tell the teacher when he undertakes a systematic analysis how far toward the goals the learner have progressed and what remains for him to learn. Second, they give researchers evidences of how language is learned and what strategies and procedures the learners are employing in their discovery of the language. Third, they are unavoidable to the learner himself, because we can consider the process of making of errors as a devise the learner uses in order to learn. In other words, it is a way of testing the learners’ hypotheses about the nature of the language they are learning.”

It is not a denying fact that mistakes are important in three different ways. First the teacher comes to know, how far the learner has achieved the goal to learn the language and what is left to learn. Second the learner gives grounds to the researcher, how the learner learns the languages and what scheme and procedures he is using in learning the language. Third, the mistakes are unavoidable to the learner, because we
can think that committing mistakes is a part of process of learning. No language can be learnt without committing mistakes. In other words we can say that by this way learners hypothesis is tested in language learning.

2.2 WHAT IS ERROR ANALYSIS?

Error Analysis is preferred tool to study second language learning. It is considered one of the best ways of linguistic studies that highlights or concentrates on the mistakes, committed by the learner. It shows a comparison between a target language and within that target language itself.

According to Corder, who is known as the father of Error Analysis (EA), “those mistakes are ‘Important in and of themselves’. So the mistakes committed by the learner, focuses the area where the reinforcement or improvement is needed in teaching learning. He further said that EA is of two objects. First is theoretical and next is applied. The theoretical object deals with - to understand. In other words it concludes how far learner has learnt the language, and what he has learnt in learning second language (L2).”

The applied object makes the learner to learn more efficiently by using his dialect for learning target language. Simultaneously finding out errors serve two purposes diagnostic to highlight mistakes and prognostic to prepare strategies to solve the problems. In addition he explains that the diagnostic object can point out how much proficiency the learner possesses in learning process. Prognostic object is equally important because through it the teacher comes to know what modification is required in learning material so that the problems of the learner may be solved.

Sercombe (2000) stated that Error Analysis has three aims and objectives:

First it may measure the proficiency of the learner. In other words it can find out how much proficient is the learner in learning the target language. Secondly the teacher/researcher can know easily the difficulties in learning language, faced by the learner. And third through EA people may know what the ways to learn a language are and how to learn a language.
Candling (2001) thought EA as "the monitoring language". He further said that the mistakes in target language are very important because it makes the learner understand what the process of learning (L2) is or target language. Olasehinde (2002) adds that it is quite necessary that learner commits mistakes while learning target language. These mistakes cannot be avoided in the language learning process.

According to Mitchell and Myles (2004) developing system of the L2 student or target language learner can be revealed through studying mistakes.

Ferris (2002) stated that EA can be helpful in effective learning of a language and English teaching because the target language is a slow process and mistakes may be committed at each and every levels of learning. Some teachers and language learners are agree that errors may not be committed because they are highlighted or picked out by the teacher. Mistakes are very common in learning a language as they are part of knowledge so the teacher should point out mistakes to the learner clearly.

Richards and Schmidt (2002) considered EA as “the study and analysis of the errors made by second language learners”. EA compares ‘learner of English’ with English (L2) itself and finds out how learners are ‘ignorant’ (James, 1998) about the grammatical and semantic rules of the target language or L2.

According to Hasyim (2002) EA is used in order to:

1. Know how much knowledge a learner possesses about language
2. Know how the language is learnt by a person
3. To get information about learning a languages which the learner faced as teaching aids or preparing teaching aids.

Vahdatinejad (2008) stated “error analysis is useful in findings out what the learner should be taught because it gives information about the learner and inform the researcher what is needed in the linguistic competency. He makes differences between errors and mistakes. In fact he finds out that mistakes are committed even by native speakers and can be rectified by themselves. So in error and error analysis, the researcher uses it to find out the English errors, in +2 class students and try to give
them solutions to avoid those errors because she considers that it is very important for the teachers to show their learner how to find out mistakes and how to solve them by analyzing those mistakes, which are committed by the learner in learning English language.

Brown (1980) cited by Hasyim (2002) has given another view of error analysis as method to observe to analyse the mistakes which the learners commit when they do not use the rules of target language and then they disclose the system which the learner was using. Similarly (Crystal like Hasyim 2002) agrees that “error analysis is a way for identifying and classifying and systematic interpretation which is not actable form of a learner learning, target language”.

2.3 WHAT CONSTITUTES AN ERROR?

Richards as well as Schmitt (2002) explained that “a mistake is a symbol of incomplete and defective learning which a learner commits. An error is a symbol of systematic error or competence both covert which switches over from norms of the target language (Eun-Pyo 2002). Ellis (1996) and Brown (2002) explained “difference between covert and overt errors. They explain that covert errors are grammatically correct but they cannot be interpreted in relation to communication where as overt errors are clearly not grammatical utterances”.

Norrish (1987) defined “an errors is a systematic diversion of rules when a leaner has no knowledge of language and continuously going wrong or committing mistakes”.

Cummingsworth (1987) referred “mistakes are a systematic diversion of the rules of language which is being learnt. These two scholars use the phrase ‘systematic deviation’ in their interpretation of an error which can be explained as the diversion which is done by the learner repeatedly”. Researches explain that mistakes and errors are different. Norrish (1987) considered “a mistake is an inconsistent diversion which means sometimes a learner ‘gets it right but sometimes get it wrong’. Richard (1984) thinks that “an error committed by a learner while writing or speaking is the result of lack of attention, fatigue, carelessness or so on”. Therefore errors are not the result of one's lack of knowledge rules.
Errors are divided into two parts inter-lingual and intra-lingual (Richards and Schmidt 2002) considers inter-lingual errors are those which are known as transfer errors and are committed by the learner’s first language influence for example grammatical lexical or pragmatic errors. While intra-lingual errors are overgeneralization of a target language resulting of lack of knowledge of rules or no complete usage of rules and doubtful concepts of regarding language rule.

Ellis (1996) says that over generalization errors are committed when learners use unnatural structure or abnormal structure of target language, whereas lack of knowledge of rules means wrong usage of rules or not to apply rules in a proper way. Ellis (1996) further states that “diffusive usage of rules occur when learner fails to develop a structure fully when false concepts hypothesized or when the learner do not understand a distinction in target language”.

2.4 BENEFITS OF ERROR ANALYSIS

In the article “The significance of learner errors”, Corder (1974) explained “the importance of studying errors committed by second language leaner”. According to him, “the knowledge of error is a part of investigation in the process of language learning. It gives us knowledge of linguistic development of a learner and may provide us knowledge of learning process”.

He further states that “the learner could be given remedial exercises and should be given more attention on the difficult parts. Only then, the learner can know what the input is. The teacher can present a linguistic form, it is not necessarily the input but simply what is available to be learnt”.

Corder’s observations are confirmed by other studies. Kwok (1998) further states that “important information is provided by the language errors, or languages system of the learner. Nation and Newton (2001) consider that “correction in committing errors is done if there is some understanding why the errors are occurring. So errors analysis is the study to see why errors are being committed by the learner. Error analysis is beneficial not only for the teachers, syllabus designers, and text books writers but also it is advantageous to the researchers and to the learners also”.

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It guides the researchers “what strategies should be used by the learner to learn second language and also points out the type of errors which the learner commits. It also indicates why the learner is committing errors”. When a learner has committed a mistake the best way to teach him / her is not just give him the correct form but the leaner must discovers the mistakes himself or herself and test different hypothesis. Caroll’s statement cited in Coder (1974) explains that “the learner should find out the correct linguistic form himself or herself”.

Error analysis is used not only to understand errors but also in order to know what has learnt and apply it to improve language competence. There are different studies which include study of Kroll, and Schafer's (1978) and Kwok (1998), “it establishes how error analysis can be used to improve writing skills. They examine the original source or the rootage in non native English writer’s work and try to give a procedure approach to writing where the error analysis can help in getting better writing skills”.

2.5 CHALLENGE OF ERROR ANALYSIS

Error Analysis has its demerits also like other research methods. The most of the English teachers are non-native speakers. English is not their first language and they speak it as second language so, consequently there is a hope of second language teachers that they usually use wrong aspects of the English language. The analyst investigator is fully responsible in giving a correct explanation of error.

According to Coder (1974), it can be difficult to conclude what error is and what is not. It depends on the task; mostly an error in one situation may not be an error in another. For example vocabulary tests are usually engaged a particular piece of items. If the students use the other word of same meaning, it may not be correct for the student but it may be wrong answer. Even if we count errors in different context they may have different meaning. For example a spelling mistake would count heavily in a spelling test. Error explanation and evaluation really depends on weight or value to the error which varies from exercises to exercise.

According to Xie and Jiang (2007), another demerit of error analysis is that a teacher should never be so pre-occupied with the errors that she does not notice the major
errors committed by the students in the class. Although the decreasing of errors is an important criterion for increasing language proficiency because the attainment of communicative fluency in language is the ultimate aim of second language learning. So, commutative fluency should be practiced most, while learning second language.

The short coming of EA is excessive emphasis on production of data rather than an ability to understand the meaning which is equally important in learning second language.

Caicedo (2009) claims that EA deals with only learners production effectively that is speaking and writing but not with learner’s understanding that is listening and reading where as to learn a language all the four skill are important and a learner should have perfection in all the skills.

According to Xie and Jiang 2007, EA does not take into record the communicative strategies like avoidance when learners do not use form with which they are not comfortable.

They use avoidance strategy. For example a learner who for one reason or another avoids a particular word sound and structure or strategy. For example other learner who for one reason or discourse category may be assumed incorrectly to have difficulty there. The absence of error therefore does not reflect native like competency because learner might be avoiding the very structure that gives him problem. Ultimately, Xie and Jiang (2007) point out that we are too closely focused through EA on specific language rather than considering universal aspects of language.

Though, specific questions in Second Language Acquisition (SLA) are still used to investigate error analysis but the quest for covering many angles or issues theory of the learner’s error has largely been neglected. However our study argues these draw backs are diminished by the advantages. So error analysis is an important aspect of learning English language in our study.

Kothainayaki (1994) observed that “the classroom interaction in second language teaching among students and teachers in VI, VII and VIII standards. She has
observed, in her study, some of the pattern of teacher - students and student - student interaction both in side of the classroom and out side of the classroom. Further, she has investigated the errors in the use of articles, prepositions, particles, etc.. Hence, she recommends that grammar teaching should have been started right from the first standard and enforcing the lot of grammatical drills will enhance the students’ interpersonal communicative competence”.

Karthiyayani (1995) has studied “the reading comprehension of the students studying at the higher secondary level. She has found, that the reading performance of the students in English (second language) is better when the answers are explicitly stated in the passage, and the students found difficulty if the answers scattered in the passage. Further, she has observed that the parental economic position and the students’ previous academic record play a crucial role in the performance of the students, but the gender and location play a less roll in the performance of the reading comprehension of the students”.

Baskaran (1996), in his study, has investigated “the orthographical errors in second language committed by the under graduate students. He has identified the errors due to addition, omission, substitution and inversion of the spelling. Further, the orthographical errors due to first language influence have also been specified in the study. Hence, he recommended that the spelling drill with special emphasis on confusing words and practice of dictionary using will lessen the orthographic errors in writing of the students”.

According to James (1998) spelling errors fall within the context of Error Analysis (EA) and they occur when a learner makes an encoding error while writing and could be distinguished as ‘mis-spellings’ on one hand and ‘mechanical errors in writing’ on the other hand.

Roach (2000) has investigated “the areas of hindrance in acquiring communicative competence and the areas of incompatibility between the language syllabus, language teaching and linguistic performance of the first year degree students in English who had Hindi as medium of Instruction. She has identified some of the communication strategies followed by the learners when they had encountered problem in the process of communication. Further, her study reveals that the socio - economic factors play
less role and parental education, situational and psychological factors play a crucial role in the advancement of the communicative competence of the learners”.

Buck (2001) has evaluated “the techniques of teaching English, text materials used for the senior secondary students and their performance in speaking and writing. He has identified the phonological, grammatical and discourse based errors in his study. On the basis of his findings, he has suggested that the examination should test the mastery of the students over the four skills of language including spelling test, word building, grammar, phonology, reading and writing comprehension. Further he recommended that the text should contain more lessons written by Indian writers and the poems should be minimized in the text”.

Gammidge (2004) has investigated “the communicative ability in speaking English of the senior secondary first year students. He has identified, in his study, the phonological, lexical and grammatical errors, and also he has proved that the communicative ability of speaking of the students with English as their medium of instruction is better than that of the students of Hindi medium. Further, he recommended that the syllabus designers and material producers may give top most priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge”.

Moussue (2006) has observed “the classroom interaction of the graduate students. This study revealed that the factors like smartness of the students, shyness, evaluative, capacity, commitment, psychological conditions, observation of world knowledge, time factor, interactional awareness, interaction with text, etc., play some role over the effective and efficient interaction of the students. Further, she has said shyness of the students' psychological conditions of the students especially past failures, etc. lead to the avoidance of the interactive performance and other above said factors enhances the interaction of the students in English literature teaching classes”.

Spelling errors fall under what Kato (2006) categorized as mechanical errors which include, punctuation, spellings and capitalization.

Huang and Liou (2007) has explored “the motivational problems in teaching - learning English as a second language at the high school level with particular reference to the 6th, 7th, 8th standards. This study revealed that the motivational
problems are relatively less in the higher classes than that of the lower classes. Further, he has also identified that the quantum of vocabulary used in the text books also determines the quantum of motivation achieved”.

Wagner (2007) has evaluated “the linguistic skills of the graduate students in English. He has evaluated all the four linguistic skills, listening, speaking, reading and writing. However, he has dealt with detail only the writing skill of the graduate students. He has identified, in his study the phonological, grammatical and orthographical errors in productive skills and in the comprehension skills he has identified the recalling ability of words and sentences. Moreover, he recommended that the group discussion, language games should be encouraged in the class hours and introducing the audiovisual instrument for language teaching would be good and wise at collegiate level”.

According to Botley and Dillah (2007) “spelling errors are ubiquitous because despite years of drilling and training in schools, spelling errors still appear in large numbers in the writing produced by learners. They investigated spelling errors using a corpus of university students’ essay and found that omission of letters ranked highest among the categories of errors found among the students in their study”.

Wu et.al. (2008) has explored “the communicative competence in written English among secondary students. She has evaluated the competence based achievement of the students on the basis of the marks obtained by them to the given tests items like identification of sounds and letters, identification of word meanings, application of word meaning in sentences, letter writing and composition. Further, the study revealed that the instruction and parental economic and educational background have a direct impact on the competence based achievement and ability to use written English”.

Khansir (2010) points out that “behaviorist believe that errors are symptom of ineffective teaching or as evidence of failure and also views it as largely due to mother tongue interference that the teacher has failed to predict and allow for when errors do occur. Even though errors are seen as an integral part of language learning, they are to be remedied by a bombardment”.

According to Summaira (2011), “committing errors is a reflection of a cognitive
activity of a learner and tells us a great deal about the internalized process of language production. This implies that students commit spelling errors for lack of competence in the target language. Error analysis should not just stop at identifying them but that it should include classifying them and giving an analysis/explanation on them for necessary corrections”.

Spelling errors are deviation from the rules of forming words (arranging letters to form words) which could occur in the form of replacing one letter with the other, omission of letters or wrong arrangement of the letters of a word (Oluwadare, 2012). As earlier stated English Language spelling is consistently inconsistent.

Literature has identified some models of error analysis. Error analysis seeks to identify and describe erroneous utterances produced by a learner or a group of learners (Ogunyemi, 2014). Errors have been variously classified and some classifications include graphological, grammatical and lexicon-semantic errors, while some others include errors of omission, addition, selection and ordering.

The first step towards this requires a selection of a corpus of language followed by the identification of errors for classification. This chapter therefore collected a corpus of students’ essay writing, identified and classified the spelling errors therein and also found out the causes of these spelling errors, the influence these errors have on students’ easy writing and identified possible strategies for correcting students’ spelling errors. In more recent years, efforts are ongoing to device technologies that could assist in analyzing errors as against the manual method that is usually cumbersome. Among such is the spell-check that would easily underline any word that is not spelt correctly. A lot of computer programming is being developed to facilitate error detection and correction.

Park and Lee (2005) examined “the relationships between second language learners’ anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners’ anxiety level was negatively related to their oral performance”.

Tanveer (2007) investigated “the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on
communication in the target language and his result is similar to what Park & Lee (2005) figure out. The findings suggested that students’ feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that ‘the higher the anxiety, the lower the performance’

MacIntyre, Clément, Dörnyei, and Noels (1998) studied “the effects of self-confidence on oral performance. The results of their study showed that the learners’ willingness to communicate was determined partly by their self-confidence. Park and Lee (2005) also examined the relationships between L2 learners’ anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learners’ oral performance. They stated that if the learners were more confident, they would have better oral performance”.

Feyten (1991) conducted “a study to examine whether there is a relationship between listening ability and foreign language proficiency, between listening ability and foreign language listening comprehension skills, and between listening ability and foreign language oral proficiency skills. The results show that there is a significant relationship between listening ability and foreign language proficiency; between listening ability and foreign language listening comprehension skills; and between listening ability and foreign language oral proficiency skills”.

Bozorgian (2012) carried out “a study to examine the relationship of listening skill with other language skills. The results of his study indicate a close correlation between listening comprehension and language proficiency. He states that the higher the listening score, the better the speaking score”.

According to Tuan and Mai (2015), basing on the results of the study, some recommendations were made for both the teachers and the students at Le Thanh Hien High School. “As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks. Secondly, they should help their students overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance”.
Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Another suggestion is that “the teachers should give students more opportunities to speak English in class by using some speaking activities that require students to speak”.

Furthermore, “the teachers should decide carefully when and how to correct the students’ mistakes so that the students are not fearful of making mistakes and the flow of the students’ conversation is not destroyed”. In addition, the teacher should encourage students to participate in speaking activities. Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead of Vietnamese to make it a habit.

According to Nunan, (2001), “listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession. The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze
the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning.”

The meaning attached to these symbols is “a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, “the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received”.

The next step, Remembering, is an important Listening process because it means that “an individual, in addition to receiving and interpreting the message, has also added it to the mind’s storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen”.

In the penultimate stage, Evaluating, “the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases”.

Responding is a stage in which, “according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan: 2001). This table shows the basic stages of the Listening process and their functions proposed by Nunan”

According to Lindsay and Knight (2006), “people have four different purposes when they listen: We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language”.

However, from the point of view of Anderson & Lynch (1988), “the purpose when we are listening can be either: transactional, where the main purpose is to achieve a successful transfer or exchange of information, or it can be interactional, the use of language for establishing and maintaining social contact”.

When we are working listening in the classroom “the best option is to think about how we listen in real life. Teachers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world. A good teaching method would try to
combine both purposes and it is taking this aim into account that this study proposes some activities in the proposed suggested approach”.

When teachers are teaching listening, apart from the purpose, “it is very important to follow a pattern. Bueno, Madrid and McLaren “established the following pattern:

1) Pre-listening would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2) The following stage is listening, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.

3) The last stage is post-listening, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity”.

Lukitasari (2008) conducted “a study focusing on the students’ strategies in the population of her study was the first semester students of Muhammadiyah University of Malang in Indonesia. The results of her study suggest that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also reveal that the students’ speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation”.

Brown (1994) labels “speaking as the most challenging skill for students because of the set of features that characterize oral discourse:

- Contractions, vowel reductions and elision;
- The use of slang and idioms:
Stress, rhythm and intonation;
The need to interact with at least one other speaker.

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands’.

Speaking is an “activity requiring the integration of many subsystems…all these factors combine to make speaking a second or foreign language a formidable task for language learners…yet for many people, speaking is seen as the central skill” (Bailey and Savage 1994).

There are “numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment”.

According to Lindsay and Knight (2006), “we speak for many reasons - to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on”.

However, according to Harmer (2007), “human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication”.

Harmer J. (2007) also explained that “when speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings.

This skill is the most complicated due to the fact that speakers have to interpret not only the message that other speakers try to express, but also take into account other possibilities explained in the following quotation:
“Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too; they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously. At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This will often be done in response to the feedback they are getting from their listeners who will show through a variety of gestures, expressions and interruptions that they do not understand”.

And according to Harmer J. (2007) “in a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message”.

According to Rooks (1988, 1994), “books such as The Non-Stop Discussion Workbook and Let’s Start Talking contain many excellent ideas for interesting discussions that can be used and modified depending on the level of the students. A well-known example is the “Desert Island” discussion activity, where students are presented with the task of choosing five survivors out of a group of ten possible candidates to start a new civilization after a nuclear war. Once groups reach a consensus, they must present their choices to the other groups and argue for them if the groups disagree.

Another common activity in the oral skills class is the prepared speech. Topics for speeches will be different depending on the level of the students and the focus of the class. For example, asking students to ‘tell us about an unforgettable experience you had’ allows them to talk about something that is personally meaningful while at the same time encourages narration and description. Speeches can be considered frightening for the speaker and, after a while, boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches.

Generally, one or two students can be assigned beforehand the responsibility for evaluating a certain speech, using guidelines created by the teacher or by the learners themselves.
At the speech’s conclusion, the evaluators can be asked to summarize its content, note strengths or weaknesses or relate the speech topic to a personal experience. A third major speaking activity type is the role play, which is particularly suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining… Depending on the level of the students, role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

Many English teachers claim that the best way to acquire speaking skills is by interacting. This aim is fulfilled by means of communicative language teaching and collaborative learning. Communicative language teaching is based on real-life situations that require communication. Following this method in ESL classes, there will be opportunities for the students to communicate with their partners in the target language”.

Lee (1997) examined the LSs used by Taiwanese junior college students, using O’malley and Chamot’s classification of learning strategies to develop a questionnaire. As a result of that, she showed that the socio and affective strategies were in relative frequency, followed by the meta-cognitive and cognitive strategies. The three strategies such as asking classmate to clarify comprehension, trying to understand each word, and self-questioning for comprehension were used a lot. However, the two strategies of low usage were deciding in advance to listen for specific aspects of texts and listening for structures.

Meanwhile, the EFL listening comprehension strategy use was investigated by Teng (1998) in Taiwan. She used Oxford’s strategy inventory (1990) for language and a listening test as the research instrument to examine ‘the listening comprehension strategies used by freshmen at a National Yunlin University of Science and Technology’. Findings proved that compensation strategies were used most frequently, followed by cognitive and affective strategies. Moreover, the frequency of each strategy use was concerned, translation strategy was used most frequently, and followed by repetition.
Furthermore, she found that effective listeners applied more strategies than ineffective ones. In another study by Kao (2006), he investigated into EFL listening comprehension strategies used by 494 freshman students at the Southern Taiwan University of Technology. He examined the difference in preferred EFL listening comprehension strategy use of South Taiwan University of Technology (STUT) students, basing on the research instruments such as a listening comprehension test selected from Longman Preparation series for the Toeic Test (1996) and a survey questionnaire adapted from Teng (1998).

The findings indicated that the memory strategy for EFL listening comprehension was the most frequently used, followed by cognitive, metacognitive, compensation, affective strategies, and the social strategies were the least employed. The results also showed that EFL effective listeners applied more memory, cognitive, compensation, and metacognitive strategies in EFL listening comprehension than effective listeners. Besides, the individual LSs such as using key words, taking risks wisely, translating, representing sounds in memory, paying attention, using music, highlighting, associating/elaborating, semantic mapping, and using progressive relaxation, deep breathing, or mediation were frequently employed by STUT students.

According to Huy (2015), the results his study allows significant implications in teaching and learning listening skill of English. It is suggested that promoting students' awareness of using listening strategies contribute to their listening learning process. Therefore, listening strategies training should be implemented in a language classroom to help students become more autonomous both inside and outside of the classroom (Thompson and Rubin, 1996; Vandergrift, 1999). For example, teachers should add more listening strategy activities to their teaching such as listening to an English song and fill in the blank (listen for detail information-cognitive group), people talking about their work to recognize their job (listen for gist-cognitive group), people asking where the things are (listen for location-memory group), the customers talking to the order (listen for attitude-compensation group), and etc. Moreover, teachers help learners be able to identify and use different
kinds of listening strategies. At first, one listening strategy is chosen to teach learners in a listening lesson. Gradually, many types of listening strategies are introduced to learners in many different kinds of listening tests. As a result, learners’ awareness of using listening strategies would be raised day by day.

Yiching (2005), however, thinks that “some barriers cause problems in listening such as belief barriers, material barriers, and habitudinal barriers, information processing barriers, English proficiency barriers, strategic barriers and affective barriers. He introduces forgetting to activate strategies, regarding strategies as extra burdens to information processing, being challenged by the complex nature of the strategy, having problems conducting the proper strategies and even being unable to comprehend the text after applying strategies”.

Yousif (2006) mentions “more about psychological barriers in listening, the importance of speech rate in listening and giving breaks during a long listening activity. According to him, lecturers should be more aware of their students’ listening problems and adjust activities to their students”.

Kurita (2012) also gives “different suggestions for advanced and low level learners in listening after examining researches done recently. She suggests dictation especially for young learners while she sees reducing anxiety useful in listening for both learners to high extent”.

According to Yilmaz and Yavuz (2015), “as seen from the results obtained from the study done in Turkish primary school among fourth grades in Istanbul, it’s been understood that the biggest deficiency in listening as a problem is learning and teaching phonetics. Sounds in phonetic alphabet should be taught with enjoyable listening activities at the beginning of learning English. Sounds which are similar to each other or similar pairs should be examined with special attention”.

Apart from that, “learners should be well equipped with authentic language as much as possible. Settings in which learners can get practical input should be supplied to the learners such as international blogs where they could meet their peers, digital games, theatre games in English, drama activities and
speaking lessons. Especially public schools which are lack of conditions in terms of technology should be supported more”.

According to Bates et. al (1993), “mistakes occur irregularly since they are caused by memory lapse, fatigue, or strong emotions. On the other hand, errors will reoccur systematically and reflect the learners’ developing knowledge of the second language. In addition, Byrne (1988:123) stated that learners make errors when they try to do something with the language which they are not yet able to do. For example, they often make false generalizations, they use a regular instead of irregular form, such as “threwed” instead of “threw” or they transfer from the mother tongue. Mistakes, on the other hand, are slips of some kind. The students have learned something, but perhaps they have temporarily forgotten it or are tired or just careless”.

However, the researchers in the field of second language acquisition argued that contrastive analysis does not always make appropriate predictions. Towell & Hawkins (1994) illustrated three main weaknesses of contrastive analysis: (1) not all areas of differences between L1 and L2 lead to negative transfer, (2) not all similarities between L1 and L2 lead to positive transfer and (3) only a relatively small proportion of errors in the speech and writing of second language learners could be attributed to different properties between L1 and L2. Therefore CA has been criticized for being too analogical as it cannot explain the development in learning (Ellis, 1994).

Hendrickson (1976) stated that “the investigation of error analysis could be beneficial for researchers, teachers, syllabus designers and material writers in the following ways: Error analysis can reveal many other types of errors made by learners and provide data on actual and attested problems, therefore, it forms a more efficient and economical basis for designing pedagogical strategies”. For the researcher, errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language.

The researcher can then discover what he/she thinks the rules of the foreign language are. For teachers, syllabus designers and material writers, a study of
learners’ errors can show what problems the learner is having and the error analysis may help the teacher to understand the phenomenon of students learning a language and to predict if there will be the same problems for a future similar group.

Moreover, teachers can begin to build up a profile of individuals’ problems and see how students are improving in learning languages. Error Analysis may indicate learning items which will require special attention and extra practice. By using error analysis as a monitoring device, the teacher can assess more objectively how their teaching is helping the students. It can offer teachers a clear and reliable picture of their students’ knowledge of language and is applied to make teaching foreign languages more effective, and for development of instructional materials.

Dulay, Burt and Krashen (1982) described other three types of errors.

1. Surface strategy taxonomy. Errors are classified not by linguistic type, as in Richards, but by “the deformation a sentence structure undergoes” Some cases of structural deformation are as the followings:

   - Omission of items in L2 learners’ utterances which would not be omitted in native speakers’ utterances e.g. (O is very hard for me to learn English.)
   - Addition of items which are not present in the target language e.g. ‘The fishes doesn’t live in the water.
   - The double marking of those properties which in the target language are singly marked e.g. She didn’t went, ‘That’s the man who I saw him.’

2. Comparative taxonomy. The classification of errors in comparative taxonomy is based on comparison between the structure of L2 errors and certain other types of construction”. The errors were divided into developmental and inter-lingual which the developmental was called intra-lingual error that made by speakers who are native speakers. As for inter-lingual errors, they are resulted from L1 interference.

3. Communicative effect taxonomy. This classification deals with errors from the perspective of their effect on listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don’t.
Olsen (1999) investigated errors and compensatory strategies in composition written by Norwegian learners of English from three areas. The analysis reveals that less proficient learners have a higher number of morphological, orthographic and syntactical errors which can be attributed to cross-linguistic influence. As for the morphological errors, it resolved that errors in third person singular –s (subject-verb agreements) were the most commonly found.

Salebi (2004) conducted a study on the students learning strategies through their comments on their errors in English extracted from the answer sheets of midterm test. He found that students made errors because of test anxiety, concentration on content rather than form and the limited time allotted to the test. He also found that the main of students’ comment is that the second or foreign language learners should be made aware of the difference between a native and target languages.

Khaourai (2002) used error analysis to find out types and causes of errors and also causes of language interference in the guided and free English composition of students in the English major at the Faculty of Education at Rajabhat Nakorn Pathom Institute.

Similarly, Chaonahe (2000) applied error analysis in his study but the setting was different from the previous researcher. However, the findings were the same in that students made more errors in free writing than in guided writing. The most frequent errors were the grammatical errors, the syntactic errors and lexical errors, respectively. Unlike Khaourai, the study by Sereebenjapon (2003) and Ayurawatana (2002) on error analysis of academic papers: in the discussion section of theses written by graduate students of departments of the Faculty of Science, Mahidol University and in fourth year English majors’ research proposals from the course Research Report Writing at KhonKaen University. It was found that students faced more difficulties with local errors than global ones. High frequency was in the levels of syntax, lexis, morphology and orthography, respectively.

Ketkaew (2000) conducted analysis of Grammatical Errors in Written Work of six Mattayomsuksa 4 students at the Islamic College In Thailand. The subjects were trained to correct errors using the step-by-step technique of providing cues. The
cues were initially provided at the word level, then at the line level, then at the paragraph level and eventually no cues were provided. It was found that the students were benefited by using the step-by-step technique. Their ability to correct errors improved significantly.

Moreover, the technique helps to encourage students’ awareness of the use of their language. The main causes of the students’ mistaken correction were due to their inability to identify or locate the error sites, the inadequate linguistic knowledge, and an inability to comprehend the meaning from the sentences and/or the story.

Pongsiriwet (2001) conducted the study in order to “find out the frequent types of grammatical errors and to see whether there is a relationship between scores on grammatical accuracy and discourse features of EFL writing”. The study reveals that “the frequent types of errors include nouns, pronouns, tense, articles, prepositions, word form, verb formation, subject-verb agreement, and fragments. The most frequent errors occur in subject-verb agreement followed by verb formation and tense, respectively”.

According to Dadzie and Bosowah (2015), his study also revealed that amongst all the six types of errors, omission spelling error type was the error type which was most frequently committed by the JHS students. More so, it was realized that the type of school a learner attends has either a negative or positive impact or influence on the performance of students in spelling. It was further revealed that boys perform better than girls in terms of spelling. This is confirmed by Edu-Buahdoh (1997) whose work also revealed that in terms of gender, boys perform better than girls. The related questionnaire for the study also revealed that factors like form, major language spoken at home, parents educational background, reading wide, library visitation, post school activities also can have a negative or positive impact on the performance of learners in terms of spelling. Lastly, the interviews with the teachers also established that the reason why some schools perform better than others is as a result of strict supervision of teachers, role of parents, motivation by the school and also parents.

According to Sinha (2013), the purpose of his study is to find out in an erroneous sentence that is any word, phrase or sentence which deviates from its manner of use by an educated
native speaker of standard British English or violates any rule of Contemporary English Grammar and Usage. Each erroneous sentence was thus regarded as deviant by comparison with an authoritative interpretation of the error in conformity with the rules of Standard English Grammar and Usage. The collected data was organized and analyzed by editing, clarification, and tabulation etc. to draw proper inference to serve worthwhile purpose. The study of the tabulated material was done in order to determine inherent facts or meanings.

Recognition of errors is the most important step in error analysis. The investigator must find out what the learner wants to communicate. If it is speech analysis and the learner is present, he can be asked to explain what he means to say whenever the investigator finds an unclear utterance in his corpus. But with written test papers the problem of interpretation becomes more difficult. The only help is the context in which an utterance is used.

We have been assuming that errors are the surface phenomena which demonstrate the existence of an underlying system and that our task is to specify the components and relationships between the component parts of that system. There may or may not be some psychological reality in our description i.e. it may minor what happens in the user's mind and if it does so much the better but its purpose is no more than the efficient description of a logical way in which the data can be accounted for the prime requirement of the description of error is that it should demonstrate what the learner produces is rule-governed and not random.

Where identification of errors are matters which pertain to linguistic, explanation of errors is a psycho-linguistic problem. It involves explaining errors in terms of linguistic processes or rules being followed by the learner. The investigator's task is to account for the appearance of the error in terms of its sources. It is an investigation into the reasons why the learner has broken disregards or ignored rules of the target language.

The methodology followed, however, poses many problems. In a group study, one can deal only with those errors, which are reasonably systematic and ignore individual and unsystematic deviations. While attempting an analysis of a group's errors, the investigator cannot account for individual attitudes and motivational factors. Nor can be dealt with
factors of age, intelligence and socio-cultural backgrounds in an adequate manner. Use of wrong suffixes and spelling mistakes are also seen in some of the examples. They are also not familiar with the phonological conditioning of morphemes. And the second language learners have only inter language exposure for the foreign language. So that, they do not produce erratic use of language.

Spelling is a complex cognitive activity in which several mental processes are involved. Learning to spell correctly is not usually easy for many people but it is very important for all those who are learning the language. This is because part of what determines a learner’s proficiency in English Language is his/her ability to spell correctly for accurate expression.

According to Kuiper and Allan (2004), English Language spelling seems straightforward in theory but turns out to be a little more complex in practice. They claim that many people find spelling difficult because English Language spelling does not always directly reflect the sounds people make when they say a word. To them, the problems associated with the spelling of English language could be based on three reasons:

1. We interpret words as sequences of sound segment rather than as continuous streams of sound.
2. The number of letters in the written version of a word and the number of sound segments in the spoken version are not necessarily the same.
3. Sometimes the same word can be pronounced with different sequences of sound segment.

Given the above reasons, learners are prone to committing spelling errors in English Language. Spelling errors are deviation from the rules of forming words (arranging letters to form words) which could occur in the form of replacing one letter with the other, omission of letters or wrong arrangement of the letters of a word (Oluwadare, 2012). As earlier stated English Language spelling is consistently inconsistent.

According to Botley and Dillah (2007), spelling errors are ubiquitous because despite years of drilling and training in schools, spelling errors still appear in large numbers in the writing produced by learners. They investigated spelling errors using a corpus of university students’ essay and found that omission of letters ranked highest among the categories of errors found among the students in their study. Spelling errors fall under what Kato (2006) categorised as mechanical errors which include, punctuation,
spellings and capitalisation.

According to Summaira (2011), “committing errors is a reflection of a cognitive activity of a learner and tells us a great deal about the internalised process of language production. This implies that students commit spelling errors for lack of competence in the target language”. According to James (1998) spelling errors fall within the context of Error Analysis (EA) and they occur when a learner makes an encoding error while writing and could be distinguished as ‘mis-spellings’ on one hand and ‘mechanical errors in writing’ on the other hand. Khansir (2010) posits that behaviorists believe that errors are symptom of ineffective teaching or as evidence of failure and also views it as largely due to mother tongue interference that the teacher has failed to predict and allow for when errors do occur. Even though errors are seen as an integral part of language learning, they are to be remedied by a bombardment of correct forms.

According to Dada (2015), his study shows that certain reasons students commit spelling errors include the fact that there are few books that emphasise spelling rules in the school library. Also, “teachers do not deliberately teach spellings especially at the secondary school level and some of the teachers do sometimes commit spelling errors while writing”. This is in line with the submission of Khansir (2010) that “errors are symptom of ineffective teaching or as evidence of failure and also views it as largely due to mother tongue interference”.

The study also reveals that spelling errors are perceived to influence students’ essays in a number of ways and ultimately has contributed to his study has also shown that students in the study area commit a great deal of errors which are identifiable and can be categorised in their essay writings and quite a lot of reasons are responsible for this problem. This problem of spelling errors has also contributed in a way to their poor performance in English language, especially in essay writing. Teachers and students alike seem not to be making concerted efforts in order to ameliorate the problem of spelling errors as it is seen from the responses of the respondents. Spelling as a skill requires intensive practice and efforts to be able to achieve competence in it. If appropriate measures are put in place therefore, the problem can be tackled.

He therefore recommended that the teaching of spelling, especially at the secondary
school level should be made a major aspect of the English language curriculum and there should be concerted effort at teaching it on weekly basis. Course book writers should also lay emphasis on spelling as a writing sub-skill in their books.

Teachers should also be encouraged to collect corpus of their students’ writing in order to identify areas of spelling problems among their students in order to device better spelling teaching methods. Students also, should in deliberate practice that can help them improve on their spelling competence level. Appropriate textbooks should also be made available in school libraries for students and teachers to be able to use. students’ poor performance in English language. This also confirm the assertion of Hartshon (2008) that learners experience a lot of difficulties in their quest to produce writings that are fairly substantive and linguistically accurate, learners as well have problem of being able to express accurately the intended meaning to the examiners.

Errors are inevitable in the process of language learning and study and analysis of these errors is of great significance in foreign language teaching in our country. As Pit Corder (1967) points out, “an error of the learners is important because these errors give instruction to teachers and let teachers know what they should teach and how to teach. If teachers analyze the errors systematically, they will know what level students have reached, how much students approach to the target language, what students should continue to learn and what strategies and steps students take in their learning process; error is the way the learners use to test the hypothesis to the laws of target language.

Learner can know their weaknesses through analyzing and correcting their errors. Learners can find characteristics of second language learning through analyzing their errors. Errors reveal the process of language learning and provide the basis for the acquisition of language. All in all, Learning English as second language is the process where learners commit errors and correct them continuously and approach to the target language”.

According to Bao (2015), “based on the theory of Error Analysis, senior high students’ learning of relative words was investigated. By collecting students’ test paper, students’ questionnaire, and teachers’ questionnaire and by analyzing these
data, students’ errors on use of relative words are known to us all. The causes of errors are these following aspects:
Firstly, mother tongue interference. It makes students feel much more difficult in learning relative clause.
Secondly, students are not able to grasp the grammar so thoroughly and they pay too much attention to the form of the language; they apply language rules mechanically and ignore the inner meaning of the language; they are not able to master the grammars of relative clause systematically, so they can’t choose the grammar rules that should be used.
Thirdly, they lack English basic knowledge. They don’t know the English basic grammar, can’t understand the sentence structure correctly and they fail to grasp enough vocabulary”.
Darus and Subramaniam (2009), using Corder’s (1967) model on error analysis, “examined errors in a corpus of 72 essays written by 72 Malay students. They found that students’ errors were of six types, viz., in singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order”.
AbiSamra (2003), in his article entitled ‘An analysis of errors in Arabic speakers’ English writing’, collected samples of written work from 10 students in grade 9. He classified the writing errors into five categories, namely, grammatical (prepositions, articles, adjectives, etc.); syntactic (coordination, sentence structure, word order, etc.); lexical (word choice); semantic and substance (punctuation, capitalization, and spelling); and discourse errors.
The results revealed that one third of the students’ errors were transfer errors from the native language, and the highest numbers of errors were in the categories of semantics and vocabulary. The rest of the errors (64.1%) were errors of over-application of the target language, the highest numbers of errors being found in substance (mainly spelling), syntax and grammar”.
Ridha (2012) examined “English writing samples of 80 EFL college students and then categorized the errors according to the following taxonomy: grammatical, lexical/semantic, mechanics, and word order types of errors. The results showed that most of the students’ errors can be due to L1 transfer. Furthermore, she found that most of the learners rely on their mother tongue in expressing their ideas. She added that although
the rating processes showed that the participants' essays included different types of errors, the grammatical errors and the mechanical errors were the most serious and frequent ones”.

According to Sawalmeh (2013), his study has given “an account of the main errors made by a group of Saudi EFL learners at university level in their written work. Based on the discussion of the findings and the examples given, it could be concluded that the Arabic speakers in this study committed ten common errors, viz., verb tense, word order, subject/verb agreement, pronouns, spellings, capitalization, prepositions, articles, double negatives and sentence fragments. It goes without saying that most of the students' errors can be due to L1 transfer.

The overt influences of Arabic on the students' writing of English indicate that language teachers need to take careful stock of the transfer and interference of the students' mother tongue in their spoken or written production. Therefore, one way to highlight the influences of the mother tongues on the students' learning of English is to collect these errors and ask the students to analyze them and if they could to correct them”.

**CONCLUSION**

Conclusively, “All the above mentioned works have studied the learning process of English adopted by junior college students or university students. The study on the objects like students of the senior secondary students is very thin. Their aspects are different. Some of the researchers have expressed only one aspect e.g. listening English skill only. Other studies reveal the problems of speaking. There is hardly any study the researchers have tried to analyse all for all skills simultaneously. All the above study remark that study of errors committed by students has a very vide scope in improving teaching / learning of English at large scale. Reason being, this language is widely use world wide as a mean of communication. A very little mistake in this language due to deficiency of any skill out of four may invite disastrous accident. Hence, the present study has been under taken to identify the errors committed by senior secondary students”.